



Communities That Care

Community Board Orientation

Milestone:
**Create an Effective
Community Board**

Trainer's Guide
(150 minutes)

Module 6

Slides for Module 6

Module 6.....	6-1
Phase Two: Organizing, Introducing, Involving	6-2
Module 6 goal.....	6-3
Objectives	6-4
Team building	6-5
A high-performance Community Board	6-6
.....	6-7
Guidelines for effective meetings	6-8
Post ground rules.	6-9
Effective communication	6-10
Participatory leadership.....	6-11
Guidelines for group decision making.....	6-12
Decision-making steps	6-13
The Social Development Strategy.....	6-14
Icebreakers	6-15
Mental sets.....	6-16
Team skills assessment	6-17
Stages of team development	6-18
Community organization	6-19

Community Board roles	6-20
.....	6-21
Community member roles.....	6-22
.....	6-23
Coordinator/Facilitator roles	6-24
Community organization	6-25
Sample structure	6-26
Community Board	6-27
Executive Committee.....	6-28
Risk- and Protective-Factor Assessment work group	6-29
Resources Assessment and Evaluation work group	6-30
Community Outreach and Public Relations work group	6-31
Funding work group	6-32
Community Board Maintenance work group.....	6-33
Youth Involvement work group.....	6-34
Next steps	6-35
Phase Two: Organizing, Introducing, Involving	6-36



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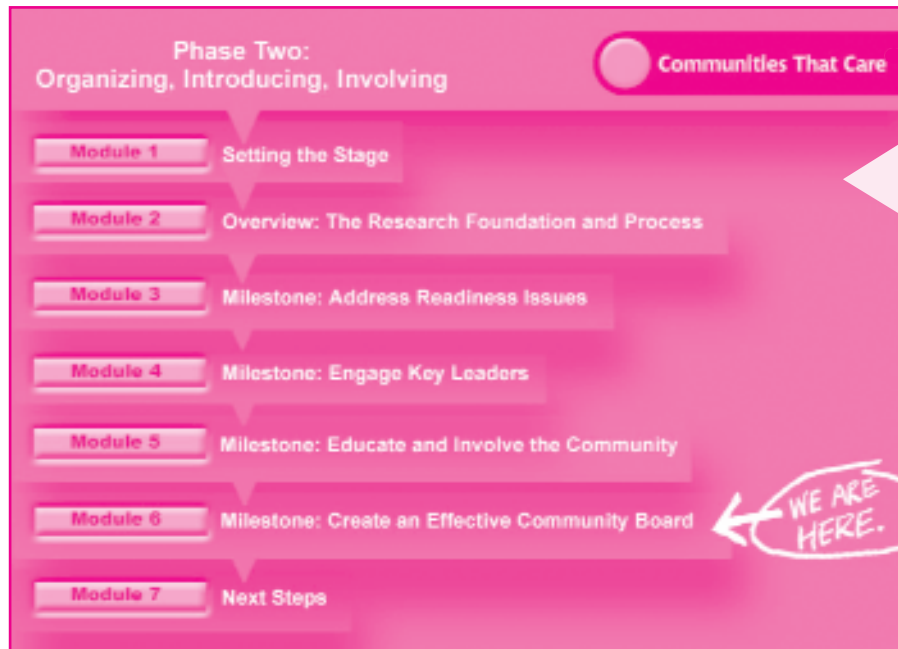


Slide 6-1



NOTE: Be sure that you have worked with the site contact to discuss any issues identified by the Key Leader group that might affect decisions made in this module. Discuss any material completed prior to the Community Board Orientation regarding stakeholder and Community Board work group roles and responsibilities. Communicate these to the Community Board before starting this module, or during the relevant section(s).

Notes



Slide 6-2

Notes

Review slide 6-2.



Slide 6-3

Module 6 goal

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Prepare to build and maintain an effective Community Board.

Notes

Review the slide.

Objectives

1. Develop team-building skills.
2. Create an effective organizational structure.
3. Identify the functions and activities of the Community Board work groups.



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Slide 6-4

Notes

Review the slide.



Slide 6-5

Notes

Team building

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Objective 1: Develop team-building skills.

Mental Set

Who has read Stephen Covey's *The 7 Habits of Highly Effective People*? Do you remember the story about David Lilienthal and the Atomic Energy Commission?

Covey talks about Lilienthal's heavily criticized, but ultimately successful, approach to heading the commission. Despite a heavy agenda, impatient commission members and pressure from the press, Lilienthal took several weeks to have members get to know each other. His efforts paid off—the commission developed the kind of communication that allowed the group to reach greater heights **as a team** than as a collection of individuals.

Your goal is to build a high-performance Community Board.

We'll take some time to talk about what that means and how to achieve it. You'll also find more about this in Appendix 5 of your guide.

Building a Community Board is a process.

At first, the board is made up of individual members with individual goals. Over time, these individuals begin to form a team.

The goal is to encourage bonding with the board—the Social Development Strategy in action.

Remember the three conditions for bonding: opportunities, skills and recognition. The bonding process can allow you to build a group whose members are committed to its purpose, and who use that purpose to guide their decisions and actions. The board's effectiveness is enhanced if members pull together, help each other out, recognize and complement each other's strengths and weaknesses, and share a belief that they are responsible to each other.

Let's look at some of the characteristics of high-performance boards.

A high-performance Community Board

- Shared vision
- Strong bonds

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Slide 6-6

Notes

Objective 1: Develop team-building skills.

Review each item as you click it onto the screen.



When board members share a vision, they develop a sense of common purpose. Such a board is future-focused and sees change as an opportunity for growth. This is the Community Board's ticket to success. The vision suggests what the community can become and how to get there.

Sharing a vision provides board members with purpose and direction. This is why completing your community vision statement is such an important part of these early planning stages.



If you feel committed to your role on the board, you will commit to sharing your abilities with the other board members to help meet the board's goals. This can help the board remain effective, even through challenging times. The way to build this commitment is to put the Social Development Strategy into action—forge strong bonds to the board and with other members through opportunities, skills and recognition. By forging these bonds, you'll provide your constituencies with an excellent model of the Social Development Strategy.

Remember to:

- *Make sure everyone has an opportunity to participate in the various tasks of the board, rather than placing the burden on just a few people.*
- *Make sure that you have the skills necessary for success. Recruit or train members as needed. Match tasks to members' skills.*
- *Take time to recognize your efforts and accomplishments, both among yourselves and publicly.*



Slide 6-7

Notes

A high-performance Community Board

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Clearly defined roles and responsibilities, including:

- Coordinator/Facilitator
- Chair
- Vice Chair
- Recorder

Objective 1: Develop team-building skills.

An effective organizational structure can help to ensure board accountability, meet legal requirements and enhance the project's credibility. The structure will differ depending on whether your board is its own entity or part of another community organization.

Review each item as you click it onto the screen.



The Coordinator/Facilitator is the Communities That Care "expert." He or she directs the effort's progress through the five phases and becomes thoroughly familiar with the concepts of risk- and protection-focused prevention and community mobilization.

The Coordinator/Facilitator plays a neutral role in meetings. He or she makes sure all members follow the ground rules. He or she helps the group focus on stated objectives and stick to the agenda. The Coordinator/Facilitator also coordinates pre- and post-meeting logistics, and works with the Chair to develop the agenda.



During meetings, the Chair defers to the Coordinator/Facilitator on matters of process, timing and completing the agenda. The Chair retains all other responsibilities agreed upon by the board. The power of the Chair will depend in part on the decision-making style adopted by the group.



In the absence of the Chair, the Vice Chair assumes his or her responsibilities.



Creating a visual display of a meeting's progress is a valuable way to foster consensus, avoid disagreements and resolve conflict. Putting a person's comments on paper affirms the person's right to express his or her opinion. Writing down ideas also allows the group to see its progress, which helps maintain morale.

The Recorder plays a neutral role in meetings. He or she writes down ideas, preferably on a large sheet of paper within view of all board members. It's best to record comments verbatim, if possible. If comments must be condensed, the Recorder should confirm the edited version with the person making the comment.

Board members are the active meeting participants.

They contribute to the meeting and make sure the Coordinator/Facilitator and Recorder fulfill their roles and remain neutral. Board members focus on the content of the agenda and are responsible for making decisions.

Notes



Slide 6-8

Notes

Guidelines for effective meetings

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- Set time limits.
- Start on time.
- Follow the agenda.
- Follow the ground rules.

Objective 1: Develop team-building skills.

Have you ever been to a meeting that began and ended on time, where everyone participated and goals were met? People leave meetings like this feeling enthusiastic and hopeful, and with a sense of accomplishment. The Coordinator/Facilitator can help set this tone for meetings by following these guidelines:

Review each item as you click it onto the screen and elaborate as follows:



Meetings should last no longer than necessary—2½ hours is ideal. If you need more than 2½ hours, schedule another meeting. Sending out material beforehand and placing prepared meeting packets at each seat are some ways to maximize meeting time.



Starting the meeting on time is an effective way to encourage participants to be prompt.



It's important to communicate the objective to participants and remind those who get off track of the meeting's purpose and time frame.



It's important for the group to agree on what the ground rules are—and to agree to follow them.

Post ground rules at each meeting.

1. Everyone gets a chance to talk.
2. One person speaks at a time—no interrupting.
3. It's OK to say what you think or feel.
4. No one *has* to talk.
5. Everyone has to listen.
6. No put-downs.
7. Ask for what you need.

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Slide 6-9

Notes

Objective 1: Develop team-building skills.

Posting the ground rules at each meeting can be a helpful way to sustain everyone's commitment to following them. Your board should agree on the ground rules it wants to follow. In Module 1, I introduced a set of ground rules for this orientation. Here is another example.

Review the slide.



Slide 6-10

Notes

Effective communication

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Mutual support, openness and trust are built through:

- emphasizing each member's strengths
- seeing mistakes and conflict as opportunities
- respecting each member's unique background, personality and views
- affirming each member's commitment to community improvement.

Objective 1: Develop team-building skills.

As Covey says, a group must have “synergistic” communication to successfully work together. Synergy, in the simplest terms, means that the whole is greater than the sum of its parts. Synergistic communication goes beyond compromise—it is truly creative communication. By communicating in this way, the group reaches greater heights as a team than as a collection of individuals.

Your Community Board must build and support the openness and trust that leads to synergistic communication in order to effectively address adolescent problem behaviors.

Review each item as you click it onto the screen.



Taking advantage of each member's unique talents, experiences and perspectives provides the power for synergy.



These are opportunities to learn and grow, not problems or obstacles.



Culture, ethnicity, gender, age, personality, communication style, socioeconomic class and educational background all help shape a person's views about adolescent problem behaviors, group decision making and other issues.



Remember, you are all working toward the same vision!

Participatory leadership

The leader participates in democratic group decision making.

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Slide 6-11

Notes

Objective 1: Develop team-building skills.

Review the slide.

The leader of a high-performing team is a participating member. Decision making is democratic, relying on collaboration and two-way communication. Top-down communication does not build feelings of teamwork or ownership of decisions.

Participatory leadership respects each member's unique contributions. It helps to create a team that performs, rather than a team that just produces. Members of a high-performing team do things because they want to, and they frequently exceed expectations.



Slide 6-12

Guidelines for group decision making

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- Avoid always taking a position and arguing for your own viewpoint.
- Do not assume that someone must win and someone must lose.
- Do not change your mind just to avoid conflict.
- Seek out opposing viewpoints.
- Avoid conflict-reducing techniques.

Notes

Objective 1: Develop team-building skills.

Moving through the phases of Communities That Care will require your board to make many decisions. One of the Community Board's first tasks should be to agree on how decisions will be made—for example, by consensus or committee recommendations. You'll want to include discussion about decision making as an item in the action plan that we'll develop at the end of this module. You'll also want to consider these guidelines for effective decision making.

Review each item as you click it onto the screen.



1 Try to "suspend" your position when listening to someone else's viewpoint.



2 If you hold position A and I hold position B, suspending our positions long enough to think creatively may allow us to come up with a position C that solves the problem and meets our needs.



3 The Coordinator/Facilitator should help support any board member who may be easily intimidated into changing his or her mind. It's important to affirm each member's right to his or her own opinion and to affirm the group's agreement to work toward win-win solutions.



4 These are natural and important. They give a group its power to become more than the sum of its parts.



5 These include majority votes, coin flips, bargaining and compromise. Keep working for a creative solution that meets all members' needs.

Communities That Care

- 

Slide 6-13

• *Identify the steps that will be required to successfully carry out your decision.*



Slide 6-14

Notes



Objective 1: Develop team-building skills.

Check for Understanding

As we discussed, the process of building a high-performance Community Board is an example of the Social Development Strategy in action. Let's take a closer look at this example.

At the top, our goal is to build a high-performance Community Board.

Working our way down:

What healthy beliefs and clear standards are we starting with?

Possible answers include: Vision statement for the community; agreement that a risk- and protection-focused approach is needed for effective prevention; a belief that community-wide efforts are most effective for creating healthy futures for youth; expectations regarding meeting ground rules and other techniques needed for effective meetings; the expectation that the Community Board will represent the diversity of the community.

How can we build bonds among board members and to the Community Board?

Possible answers include: Provide opportunities for everyone to participate in various tasks; ensure skills necessary for success by recruiting new members and seeking training, if needed; recognize efforts and accomplishments, both among ourselves and publicly.

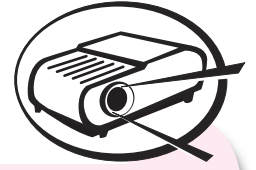
What individual characteristics may affect this process?

Possible answers include: Culture, ethnicity, age, gender, personality, communication style, socioeconomic class, educational background.

Does anyone have any questions about this process?

Does everyone agree that taking the time to build this type of high-performance Community Board will help you work more effectively?

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Slide 6-15

There are many games and activities that can be used as icebreakers. Whenever possible, try to choose those that relate to meeting objectives.



Slide 6-16

Notes

Mental sets

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- Energize and motivate participants to care about specific learning objectives
- Help participants feel connected to material



Objective 1: Develop team-building skills.

Review the slide.

Mental sets can energize and motivate people to care about specific learning objectives. They can help people feel a sense of connection to the material to be taught or discussed.

Ask the group to think about some mental sets that have been modeled for them in this orientation.

The story I told at the beginning of this module about David Lilienthal served as a mental set for our discussion of team-building skills. In Module 2, I used a description of a computer's operating system to prepare you to learn about the Communities That Care system. Mental sets like these can improve the way your team learns, thinks and communicates at meetings.

Team skills assessment

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- Complete the worksheet.
- On “sticky” notes, list your name and a skill you bring to the team—one skill per note.
- Post your notes on easel sheets, grouped by skill.
- Discuss what skills the team has and what skills may be needed.



Slide 6-17

Notes

Objective 1: Develop team-building skills.

Activity

Community Board Skills Profile/Skills Profile Summary

Materials:

- “sticky” notes
- easel page “wall” (several sheets of easel paper hung side-by-side)

Time: 15 minutes

Review the slide.

This activity allows team members to identify and plan to use their skills, and to strengthen any areas of weakness.

Let participants know that one of the work groups they will be forming at the end of this module will use this team-skills assessment to identify other people who need to be recruited for the Community Board.

Remind participants that it is important to think of the Social Development Strategy in terms of team health: If the team wants members to be bonded to the team, there must be opportunities for each member to contribute in ways that take advantage of his or her skills and talents.

Have participants take a few minutes to complete the worksheet on the following page. Then have each participant write, on a “sticky note,” each skill he or she checked and post the note on the appropriate easel sheet. When the group discusses team skills, have participants complete the first column of the worksheet on page 6—23 so this will be ready for use by the Community Board Maintenance work group.

Community Board Skills Profile

Developing and implementing a focused Community Action Plan using the *Communities That Care* prevention-planning system requires a wide array of skills and expertise. For each skill listed below, place a check mark in the appropriate column if you, or your organization, agency or constituency, may be able to contribute to the successful implementation of the *Communities That Care* system.

You	Your organization	Expertise/skill	Notes
		Administration	
		Advertising/marketing	
		Analyzing/evaluating data	
		Board development	
		Collaboration building	
		Community outreach/involvement	
		Cultural competence	
		Database/graphing (MIS/GIS)	
		Data collection	
		Data analysis	
		Fiscal management/budgeting	
		Evaluation	
		Grant writing/fund-raising	
		Group facilitation	
		Implementation/follow-up	
		Interviewing/surveying	
		Legislation/codes/policy	
		Media relations	
		Mediation/negotiation	
		Policy analysis	
		Presentations/speaking (one-on-one/groups)	
		Prevention strategies	
		Public relations	
		Research	
		Strategic planning	
		Systems reform	
		Teaching/training/orientation	
		Translation	
		Word processing	
		Working with city/county/state government	
		Youth involvement	

Skills Profile Summary

Expertise/skill	Board member(s) with skill	Who to recruit	Who will recruit
Administration			
Advertising/marketing			
Analyzing/evaluating data			
Board development			
Collaboration building			
Community outreach/involvement			
Cultural competence			
Database/graphing (MIS/GIS)			
Data collection			
Data analysis			
Fiscal management/budgeting			
Evaluation			
Grant writing/fund-raising			
Group facilitation			
Implementation/follow-up			
Interviewing/surveying			
Legislation/codes/policy			
Media relations			
Mediation/negotiation			
Policy analysis			
Presentations/speaking (one-on-one/groups)			
Prevention strategies			
Public relations			
Research			
Strategic planning			
Systems reform			
Teaching/training/orientation			
Translation			
Word processing			
Working with city/county/state government			
Youth involvement			



Slide 6-18

Notes

Stages of team development

Communities That Care

- Forming
- Storming
- Norming
- Performing

Based on a model developed by Bruce Tuckman (1997).

Objective 1: Develop team-building skills.

Researcher Bruce Tuckman identified four stages of team development: forming, storming, norming and performing. All groups go through some form of these stages. It is natural and normal. We want to make you aware of these stages to make the process more understandable.

Review the slide.

“Forming” (or formation) is the stage when the group first gets going and the members get to know each other. They are not yet a team.

“Storming” (or confusion) is the phase when the group begins to deal with the task at hand. Personal conflict may distract members from their responsibilities. It is important to allow the group to move through this stage and deal with the conflict.

“Norming” (calming down) is the stage when the group becomes a team. Conflicts and difficulties are resolved, and processes and objectives become clearer.

“Performing” involves getting on with the work of the team. In this stage, team members get more productive work done. The process is established and action has begun.

But teams do not stay the same. As their circumstances change, they may need to move back to a previous stage. For example, if new members join the team, the team may need to revisit the forming stage. It's critical to orient new members to the group's norms, progress and plans.

Community organization for the Communities That Care system

Communities That Care



Slide 6-19

Notes

Objective 2: Create an effective organizational structure.

Review the slide.

In a successful Communities That Care effort, the Community Board will need to work within a well-defined structure. The board will need to communicate regularly with other stakeholders, including the Key Leader Board and the community. This slide illustrates one way to organize the major groups involved in the Communities That Care effort. Remember that the Key Leader Board holds the Community Board accountable for the effort's progress, and that the Community Board must report to the Key Leader Board at regular intervals.

As we discussed in Modules 2 and 4, some of the primary responsibilities of the Key Leader Board include:

- *making a commitment to the Communities That Care effort*
- *establishing the Community Board and holding it accountable*
- *overseeing implementation of the Communities That Care system*
- *providing access to community resources and information*
- *supporting implementation of the Community Action Plan.*

Now we'll take some time to review your roles as Community Board members. We'll also take a look at some possible roles of community members, as well as those of the Communities That Care Coordinator/Facilitator.

You'll want to include discussion of this overall Communities That Care structure as an item in the action plan you'll develop at the end of this module.

NOTE: Be sure to inform participants of any decisions already made by the Key Leader Board about these stakeholder roles and responsibilities, and to distribute any relevant materials.



Slide 6-20

Notes

Community Board roles



- Attend trainings.
- Facilitate the development of a community vision.
- Learn about prevention science and community planning.
- Serve as community ambassadors.
- Conduct the community assessment.
- Prioritize risk and protective factors.
- Conduct the community resources assessment.
- Identify and investigate tested, effective programs, policies and practices.

Objective 2: Create an effective organizational structure.

Review the slide.

We briefly reviewed your responsibilities at the end of Module 2. Those responsibilities include:

- *attending the Communities That Care trainings*
- *facilitating the development of a community vision, after core community beliefs have been identified*
- *learning about the prevention-science research base and how it applies to community planning*
- *serving as community ambassadors for a risk- and protection-focused approach to youth development*
- *conducting the community assessment of risk factors, protective factors and problem behaviors*
- *working with Key Leaders and community stakeholder groups to prioritize risk and protective factors*
- *conducting the community resources assessment, and identifying gaps in the current response to priorities*
- *identifying and investigating tested, effective programs, policies and practices to fill gaps.*

Community Board roles

Communities That Care

- Design a 3- to 5-year Community Action Plan.
- Develop an evaluation plan.
- Work with Key Leaders to identify and secure resources.
- Facilitate the implementation and evaluation of the Community Action Plan.
- Maintain communication.
- Involve stakeholders.
- Sustain commitment to the community vision.
- Reassess problem behaviors and risk and protective factors.
- Evaluate the Community Action Plan.



Slide 6-21

Notes

Objective 2: Create an effective organizational structure.

Review the slide.

As members of the Community Board, it's also your responsibility to:

- *design a 3- to 5-year Community Action Plan with goals for measurable outcomes*
- *develop an evaluation plan to measure the defined outcomes*
- *work with Key Leaders to identify and secure resources to support the Community Action Plan*
- *facilitate the implementation and evaluation of the Community Action Plan*
- *communicate regularly with Key Leaders and the community*
- *involve stakeholders in Community Action Plan development and implementation*
- *work with Key Leaders and community members to sustain commitment to the community vision*
- *reassess problem behaviors and risk and protective factors*
- *evaluate the Community Action Plan.*

You can find the complete list of Community Board roles in Appendix 4 of your guide.



Slide 6-22

Notes

Community member roles

Communities That Care

- Learn about risk and protection.
- Contribute to the community vision statement.
- Identify ways to promote healthy beliefs and clear standards.
- Identify ways to promote healthy, strong bonds.
- Provide opportunities for young people.

Objective 2: Create an effective organizational structure.

Review the slide.

Community members play an important role in the Communities That Care process. They can offer support by:

- *learning about the risk- and protection-focused approach to youth development*
- *contributing to the development of the community vision statement*
- *identifying ways to promote healthy beliefs and clear standards in families, neighborhoods, workplaces and other areas of the community*
- *identifying ways to promote healthy, strong bonds between young people and adults*
- *providing opportunities for young people to be meaningfully involved in their families, schools, neighborhoods and other areas of the community.*

Community member roles

Communities That Care

- Help young people develop skills.
- Recognize and reward.
- Identify ways to reduce risk factors.
- Develop positive relationships.
- Support laws and policies.
- Communicate the importance of support for youth development.



Slide 6-23

Notes

Objective 2: Create an effective organizational structure.

Review the slide.

Community members can also support the effort by:

- *helping young people develop skills for meaningful involvement in their families, schools, neighborhoods and other areas of the community*
- *recognizing and rewarding young people for their involvement*
- *identifying ways to reduce risk factors in families, neighborhoods, workplaces and other areas of the community*
- *developing positive relationships with children and young people*
- *supporting laws and policies that promote the healthy development of young people*
- *communicating the importance of support for youth development to Key Leaders and policy makers.*

Appendix 6 of the Participant's Guide discusses a wide variety of activities and gives other suggestions for engaging community members in these roles.

Are there any questions about the role of community members?



Slide 6-24

Coordinator/ Facilitator roles

Communities That Care

- Provide staff support.
- Work with the Trainer to coordinate training and technical assistance.
- Handle Community Board meeting preparation and follow-up.
- Document the *Communities That Care* effort.
- Prepare reports, as needed.

Notes

Objective 2: Create an effective organizational structure.

Review the slide.

The role of the Coordinator/Facilitator is to:

- *provide staff support to the Community Board and its working groups*
- *work with the Communities That Care Trainer to coordinate training and technical assistance (including ensuring readiness for the next training event, securing a training site, contacting participants, arranging for necessary equipment, securing refreshments and coordinating materials)*
- *handle Community Board meeting preparation and follow-up (including scheduling, securing a site, coordinating materials, maintaining rosters, and preparing and distributing agendas and minutes)*
- *document the Communities That Care effort by keeping files of all related activities*
- *prepare reports, as needed.*

Are there any questions about the role of the Coordinator/Facilitator?

Community organization for the Communities That Care system

Communities That Care



Slide 6-25

Notes

Objective 2: Create an effective organizational structure.

Check for Understanding

Ask for volunteers to answer the questions below.

Whose job is it to provide access to resources?

Whose job is it to support laws and policies that promote the healthy development of young people?

Whose job is it to provide staff support to the Community Board and its working groups?

Whose job is it to conduct the community assessment of risk factors, protective factors and problem behaviors?

Make sure participants answered “Key Leader Board” for the first question, “community members” for the second, “Coordinator/Facilitator” for the third and “Community Board” for the fourth.



Slide 6-26

Notes



Objective 3: Identify the functions and activities of the Community Board work groups.

Review the slide.

The Community Board has to work within an established structure. It also needs to establish its own structure, so that its various work groups can do their parts successfully. This organizational chart shows an example of the type of Community Board structure that has worked for some communities. You'll want to include discussion of your Community Board structure as an item in your action plan.

We'll spend the next few minutes taking a closer look at this sample structure and the functions of the work groups. But remember: It's important to create a structure that works for your community, and to make sure that the people involved in various work groups have the skills needed to complete the milestones and benchmarks.

NOTE: Be sure to inform participants of any decisions already made by the Key Leader Board about the Community Board structure, and to distribute any relevant materials. Review the information about the Community Board and work groups on the following pages. Tell participants that they can follow along on the copies in their guide.

Community Board

- Coordinate work-group activities.
- Participate in decision-making processes as appropriate.
- Communicate regularly with the Executive Committee.

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Slide 6-27

Notes

Objective 3: Identify the functions and activities of the Community Board work groups.

The Community Board contains broad representation from community stakeholder groups. It coordinates and is held accountable for the activity of the work groups.

As we've seen, Community Board members include individuals selected or designated by Key Leaders, representing all community stakeholder groups. These groups include education, law enforcement, government, social services, parents, the faith community, the business community, media, youth and health. The board consists of 15-40 members.

In addition to the roles we've already discussed, the board must fulfill these responsibilities involving the work groups.

Review the slide.



Slide 6-28

Notes

Community Board Executive Committee

Communities That Care

- Set an agenda.
- Provide oversight and accountability.
- Report regularly to the Key Leader Board.



Objective 3: Identify the functions and activities of the Community Board work groups.

The Community Board Executive Committee is made up of no more than eight members. It includes the positions of Chair, Vice Chair and Recorder. It may also include chairs from the work groups.

Review the slide.

The Community Board Executive Committee is responsible for:

- *setting an agenda for the Community Board*
- *providing oversight and accountability for Community Board activities*
- *reporting regularly to the Key Leader Board on progress related to milestones and benchmarks.*

Are there any questions about the Executive Committee's place in the Community Board structure?

Communities That Care

- 

Are there any questions about this work group's function?



Slide 6-30

Notes

Resources Assessment and Evaluation work group

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- Develop an inventory of existing community programs, policies and practices.
- Create a map or list of the locations of resources in the community.
- Assess existing resources.
- Identify gaps.
- Report accomplishments and findings.
- Design and plan an evaluation of the Community Action Plan.

Objective 3: Identify the functions and activities of the Community Board work groups.

The Resources Assessment and Evaluation work group inventories and assesses existing resources that address the community's identified priorities. It identifies gaps in current responses to priorities in preparation for selecting tested, effective programs, policies and practices.

Members of this work group should have knowledge of community resources. Other community experts should be involved as needed. The group should represent all of the community's major service providers.

Review the slide.

Specific tasks of this work group include:

- *developing an inventory of existing community programs, policies and practices that address prioritized risk and protective factors*
- *creating a map or list of the locations of resources in the community*
- *assessing existing resources to determine their effectiveness in addressing priorities*
- *identifying gaps in the overall community response to prioritized risk and protective factors*
- *reporting accomplishments and findings to the Community Board and the Key Leader Board*
- *designing and planning an evaluation of the Communities That Care Community Action Plan.*

Are there any questions about the Resources Assessment and Evaluation work group?

Community Outreach and Public Relations work group

Communities That Care

- Maintain contact with stakeholders.
- Identify opportunities to educate and involve community members.
- Identify opportunities to celebrate success.
- Create opportunities for receiving input, promoting benefits and announcing outcomes.
- Work with the media.
- Develop and maintain a distribution list for the Community Assessment Report.



Slide 6-31

Notes

Objective 3: Identify the functions and activities of the Community Board work groups.

The Community Outreach and Public Relations work group is responsible for:

- *involving stakeholders*
- *promoting the Communities That Care system*
- *educating and updating the Key Leader Board, stakeholders and public about the work of the Community Board.*

The Community Outreach and Public Relations work group collaborates with other work groups to prepare and disseminate all press releases, documents and other communications.

This work group consists of Community Board members with interest and expertise in community mobilization, public relations and media. Other community experts or “gatekeepers” should be involved as needed.

Review the slide.

Specific tasks of the Community Outreach and Public Relations work group include:

- *maintaining contact with stakeholders (including other prevention/youth development coalitions and collaboratives)*
- *identifying opportunities to educate the community about the Communities That Care effort and to involve community members in the effort*
- *identifying opportunities to celebrate success*
- *creating opportunities for receiving input, promoting benefits and announcing outcomes of efforts*
- *working with the media to keep the Communities That Care effort in public view*
- *developing and maintaining a distribution list for the Community Assessment Report.*



Slide 6-32

Notes

Funding work group

Communities That Care

- Identify resources.
- Identify sources of funding.
- Develop a long-term funding plan.
- Identify and communicate with potential funders.
- Write grant proposals.



Objective 3: Identify the functions and activities of the Community Board work groups.

The Funding work group identifies funding needs. It manages the acquisition and use of public and private funds. These funds are used for planning and for the implementation and evaluation of the selected programs, policies and practices.

This work group should consist of Community Board members with knowledge of local, state and federal funding. Other community experts should be involved as needed.

Review the slide.

Specific tasks of the Funding work group include:

- *identifying resources needed to conduct current Communities That Care activities (such as administering the Communities That Care Youth Survey or hiring a Coordinator/Facilitator)*
- *identifying sources of funding*
- *developing a long-term funding plan for the implementation of tested, effective programs that address priority risk and protective factors*
- *identifying and communicating with potential funders*
- *writing grant proposals as needed.*

Communities That Care

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Slide 6-33



Slide 6-34

Notes

Youth Involvement work group

Communities That Care

- Identify existing youth groups.
- Recruit youth to serve on the Community Board.
- Involve youth in other work-group activities.
- Coordinate skills development and youth recognition.



Objective 3: Identify the functions and activities of the Community Board work groups.

The Youth Involvement work group recruits youth for all aspects of the Communities That Care effort. It works with other work groups to identify diverse roles for young people, skills and training needed by young people and appropriate recognition.

This work group consists of Community Board members with interest and expertise in youth involvement.

Specific tasks of the Youth Involvement work group include:

- *identifying existing youth groups and ways to involve them in the Communities That Care effort*
- *recruiting youth to serve on the Community Board*
- *involving youth in other work-group activities*
- *coordinating skills development and youth recognition.*

Are there any questions about how a Youth Involvement work group might function?

Are there any questions at this point about any other aspect of the Community Board structure?

Check for Understanding

Ask participants the following questions:

Who can tell me one task of the Community Board Executive Committee?

One task of the Risk- and Protective-Factor Assessment work group?

One task of the Resources Assessment and Evaluation work group?

One task of the Community Outreach and Public Relations work group?

One task of the Funding work group?

One task of the Community Board Maintenance work group?

One task of the Youth Involvement work group?

Activity

Preliminary work-group assignments

Time: 20 minutes

NOTE: Post easel sheets around the room. Label each sheet with a different work-group name.

Ask participants to sign their names on the easel sheet that represents the work group they would like to join. Ask the whole group to agree that these might not be final assignments.

Ask the work-group members to sit together for the remainder of the training, so that members who may end up working closely together will have a chance to start getting to know each other. Take the last 10 minutes to have work-group members:

- introduce themselves to each other and say something about their background or skills that led them to choose this group
- review the purpose and tasks of their work group
- identify tasks that work group members have the skills and time to complete
- identify community members who can assist the work group, and decide who will recruit them
- set a time for a meeting to develop a work plan for their work group's tasks.

Also, have the work-group members take this time to fill out a work-group roster. Each member should list his or her:

- | | |
|-----------------------|----------|
| • name | • phone |
| • agency/organization | • fax |
| • address | • e-mail |

Activity

Preliminary work-group assignments

Time: 45 minutes

As a large group, start filling in the three worksheets that follow. Explain that, at this point, you will only be filling in what is already known or has been decided. This will show what questions remain unanswered and will help to complete the action plan that wraps up this module.

Community Board Key Questions

What are the goals of this board?

What results do Key Leaders expect of us?

What resources are available to us?

- Staffing (half- to full-time paid Coordinator/Facilitator recommended) _____

- In-kind services _____

- Financial _____

- Other _____

How often will the Community Board report to the Key Leader Board?

How will reports be made to the Key Leader Board (in writing, presentation to a Key Leader Board meeting, etc.)?

Community Board Key Questions

What other communications are expected of the Community Board? (With whom? How often?)

What level of authority do we have?

What decisions can we make, and what decisions require consultation with the Key Leader Board?

What products are expected from us (reports, plans, grant applications)?

What can the Community Board do to provide recognition for Key Leaders?

What can Key Leaders do to provide recognition for the Community Board?

Community Board Key Questions

What specific positions are needed for our board to function effectively (Chair, Vice Chair, Recorder, etc.)?

How will we choose members to serve in these roles (election, consensus, volunteer)?

How long will people be expected to serve in these roles?

How often should the board meet?

Who will take responsibility for organizing and scheduling meetings?

Who will handle other administrative functions of the board?

What day of the week is most convenient for most board members to meet? What time of day is most convenient?

What criteria are necessary for meeting locations (parking, child care, tables and chairs, AV needs, etc.)?

Should all meetings be held at the same location, or should the locations vary to meet the needs of more board members?

Community Board Key Questions

Who will be responsible for:

Reserving the location _____

Room setup _____

Ordering/bringing AV equipment _____

Mailing the agenda _____

Refreshments _____

Arranging child care _____

Notes



Slide 6-35

Next steps

Communities That Care

<u>Action</u>	<u>How?</u>	<u>By whom?</u>	<u>By when?</u>

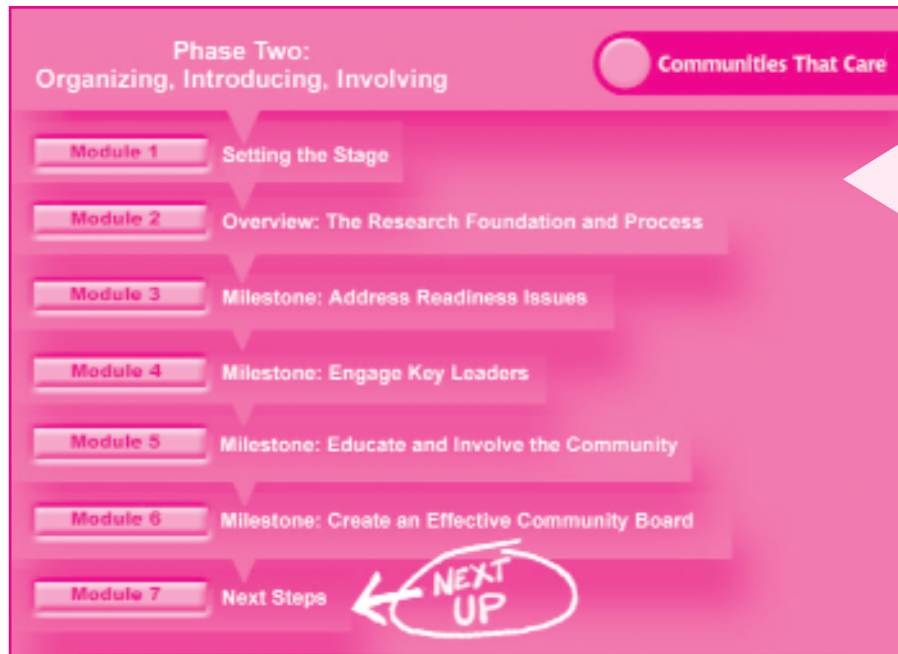
Notes

NOTE: Review the “Community Board Key Questions” worksheets with the group. Make a list of unanswered questions.

As a group, take about 15 minutes to create an action plan for the board's next steps, using this worksheet format. The first steps of the action plan should address the unanswered questions from the “Community Board Key Questions” worksheets. In addition to planning to resolve these issues, be sure to include actions that will help the board:

- finalize the Community Board's decision-making process
- finalize the overall *Communities That Care* structure
- finalize the Community Board structure.

Write the group's decisions on an easel page. Participants can record the decisions on page 6—49 of their guides.



Slide 6-36

Notes

Review the slide.

Notes